


THE STATE AND THE PROVISION OF EDUCATION IN TASMANIA,
1839 TO 1913.

by

Derek Phillips, B.A., Dip. Ed.,
in the Centre for Education

submitted in fulfilment of the requirements
for the degree of
Doctor of Philosophy
University of Tasmania
August, 1988.

This thesis contains no material which has been accepted for the award of any other higher degree or graduate diploma in any tertiary institution. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except when due reference is made in the text of the thesis.


.....
D.M. Phillips

Abstract

Governor Franklin's Regulations of 1839 established a Board of Education to organise and manage a public system of primary education in Tasmania, a system which was to remain almost the sole concern of the Board and its successor, the Education Department, until the introduction of a secondary system in 1913. Primary education is the subject-matter of this dissertation and the years from 1839 to 1913 its time-span.

The Board came into being largely as a consequence of the inability of the religious denominations to provide schools and teachers for the increasing child population of a colony strongly influenced, in the early decades of the period, by convicts and the convict system. Conflict developed between the State and the denominations and the Church of England in particular. The two opposing views concerning the nature of education and its control and management were resolved in favour of the State after a short though, at times, intense dispute.

The Board of Education enjoyed an administrative and executive freedom of a kind unknown to other departments of government. With the resolution of the Church-State conflict behind it, the granting of self-government and the creation of a reformed Board allowed its members to build bureaucratic machinery for the creation and administration of policy and the conduct of its day-to-day operations. In these matters the influence of the Inspectors was crucial to the Board's efficiency. With the need to make few references to Parliament or the Tasmanian people, the Inspectors developed a curriculum and a system for the examination of the children, inspection of schools and

the recruitment, examination, classification and promotion of teachers.

In the making of these changes the teachers had no part. The local boards were assigned responsibilities of a petty nature, though their importance to the maintenance of the education system was considerable. From participation in the affairs of their schools, discussion of the quality of the teaching, teaching methods and the framing of curriculum the parents were, by law, virtually excluded. This bureaucratic system was well in place before public concern over its exclusiveness manifested itself. The dissolution of the Board and its replacement by an Education Department in 1886, which was made responsible to a Minister and Parliament, did very little to disturb the workings of the bureaucracy and its structure, in its more important aspects, was left almost untouched.

A chronic problem for the bureaucracy was the low rate of school attendance. The law concerning compulsory attendance and its enforcement by local boards and officials and the attitudes of parents to the attendance of the children and towards education are discussed at length.

A discussion of the curriculum provides the means for an examination of teaching methods, the quality of the teaching, and the experience of children in the classroom and at school. The kinds of education given by the private venture schools, the sustained criticism made of them by Education Department Directors and Inspectors and the experience of the children in attendance at them offers an opportunity to discuss an alternative form of education about which little is known.

This dissertation attempts to develop discussion of a powerful bureaucracy and its influence on the formation and development of educational ideas and practice.

I am grateful to my supervisor, Professor Phillip Hughes of the University of Tasmania, for his advice during the writing of this dissertation. I am no less grateful for the encouragement and support which he has unstintingly given me as my Head of Department.

I offer this dissertation to my wife, Thais, for her understanding.

CONTENTS

Chapter 1	State and Education	1-103
	The Establishment of State Control	3-26
	The State and the Organisation and Management of Education	26-73
	Brief history of the Board of Education	26-27
	Stephens and teachers and the exclusion of parents	27-33
	Stephens and local funding	33-39
	Stephens and teacher training	39
	Stephens and the staff of Inspectors	39-43
	Dissatisfaction with the Board	43-55
	Free education	55-73
	Compulsory education	73
	Views concerning the State and Education from c.1860	73-80
	The State's Defence of Public Education	80-96
	Exhibitions	81-86
	Domestic servants	86-88
	Severity of penalties for non-attendance	88-90
	The standard of education	90-91
	Education and class	91-96
	The Origins of Tasmanian Ideas on Education	96-103

Chapter 2	Special Visitors and Local Boards	104-165
	Special Visitors	104-125
	Local Boards	125-165
	Their responsibilities and effectiveness	125-138
	Enforcement of attendance	138-153
	Administration of free education system	153-163
	Conclusion	163-165
Chapter 3	Public School Buildings and Interiors	166-190
	Buildings and their Design	166-173
	School Interiors	173-183
	School Grounds and Gardens	184-190
Chapter 4	Attendance at the Public Schools	191-258
	From Franklin's Board, 1839, to the Establishing of the Board of Education, 1854	191-200
	Compulsory Attendance Legislation	201-209
	Attendance Rates	210-251
	Teachers and the Keeping of Registers	251-258
Chapter 5	The Enforcement of Compulsory Attendance	259-313
	Duties of Teachers	259-270
	Directors and Inspectors and Enforcement	270-281
	Truant Officers	281-300

	The Courts and School Attendance	300-313
Chapter 6	Curriculum, Teaching Methods, Quality of Instruction and Teacher Training	314-412
	Curriculum, Teaching Methods and Books to 1886	314-354
	Object Lessons or the Fate of a Teaching Method	354-362
	Curriculum 1886 to 1903	362-371
	Curriculum 1904 to 1913	372-380
	Standard of Instruction	380-412
	Training of Teachers	413-430
Chapter 7	Private Venture Schools	431-489
	Brief History and Meaning of the Term	431-460
	Teachers	452-460
	Pupils	460-466
	Parents	466-472
	Buildings	472-476
	Formal Curriculum and Teaching	476-478
	Informal Curriculum,	478-479
	Education Department and the Private Schools	479-482
	Popularity of the Private Venture Schools	482-489

Bibliography

Appendices